

Indian Land Elementary and Middle

4137 Doby's Bridge Road
Fort Mill, SC 29715

Grades K-8 Middle School

Enrollment 1,020 Students

Principal Kathryn S. Richardson 803-548-2916

Superintendent Patricia K. Burns 803-286-6972

Board Chair Lisa T. Bridges 803-286-6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	14	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Good	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No

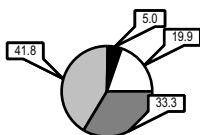
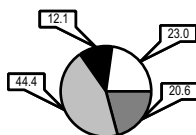
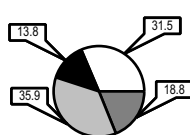
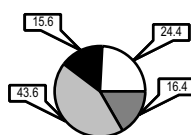
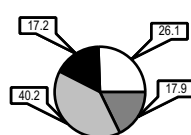
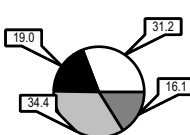
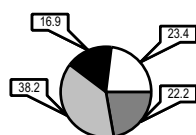
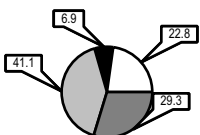
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	677	99.7	19.7	41.9	33.4	5.0	48.5	Yes	Yes
Gender									
Male	355	99.7	22.2	42.3	32.7	2.8	41.7		
Female	322	99.7	16.9	41.6	34.1	7.4	56.1		
Racial/Ethnic Group									
White	533	99.6	16.4	41.2	36.7	5.7	52.1	Yes	Yes
African American	103	100.0	31.5	50.6	15.7	2.2	29.2	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	47.8	34.8	17.4	0.0	34.8	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	605	99.8	16.0	43.3	35.3	5.5	52.9		
Disabled	72	98.6	48.6	31.4	18.6	1.4	14.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	677	99.7	19.7	41.9	33.4	5.0	48.5		
English Proficiency									
Limited English Proficient	15	100.0	84.6	15.4	0.0	0.0	7.7	I/S	I/S
Non-Limited English Proficient	662	99.7	18.3	42.5	34.1	5.1	49.4		
Socio-Economic Status									
Subsidized meals	220	100.0	29.0	52.2	18.4	0.5	30.4	No	Yes
Full-pay meals	457	99.6	15.0	36.8	40.9	7.3	57.6		

Mathematics – State Performance Objective = 36.7%									
All Students	677	99.6	22.7	44.5	20.6	12.1	46.0	Yes	Yes
Gender									
Male	355	99.4	23.8	44.1	21.0	11.1	47.2		
Female	322	99.7	21.6	44.9	20.3	13.2	44.6		
Racial/Ethnic Group									
White	533	99.4	18.7	45.8	22.3	13.2	48.9	Yes	Yes
African American	103	100.0	40.4	40.4	14.6	4.5	32.6	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	52.2	26.1	8.7	13.0	26.1	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	605	99.7	19.5	44.7	22.4	13.5	49.8		
Disabled	72	98.6	48.6	42.9	7.1	1.4	15.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	677	99.6	22.7	44.5	20.6	12.1	46.0		
English Proficiency									
Limited English Proficient	15	100.0	84.6	7.7	7.7	0.0	7.7	I/S	I/S
Non-Limited English Proficient	662	99.6	21.4	45.3	20.9	12.4	46.8		
Socio-Economic Status									
Subsidized meals	220	100.0	36.7	46.9	12.1	4.3	26.1	No	Yes
Full-pay meals	457	99.3	15.7	43.3	24.9	16.0	55.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	677	99.6	31.3	36.0	18.9	13.9	32.7
Gender							
Male	355	99.4	28.4	36.4	20.1	15.1	35.2
Female	322	99.7	34.5	35.5	17.6	12.5	30.1
Racial/Ethnic Group							
White	533	99.4	27.8	35.3	21.3	15.6	36.9
African American	103	100.0	47.2	39.3	9.0	4.5	13.5
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	56.5	21.7	13.0	8.7	21.7
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	605	99.7	27.1	36.5	20.9	15.5	36.4
Disabled	72	98.6	64.3	31.4	2.9	1.4	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	677	99.6	31.3	36.0	18.9	13.9	32.7
English Proficiency							
Limited English Proficient	15	100.0	92.3	0.0	7.7	0.0	7.7
Non-Limited English Proficient	662	99.6	30.0	36.7	19.1	14.2	33.3
Socio-Economic Status							
Subsidized meals	220	100.0	47.8	38.2	10.6	3.4	14.0
Full-pay meals	457	99.3	23.0	34.9	23.0	19.1	42.1

Social Studies							
All Students	677	99.6	24.2	43.7	16.5	15.6	32.1
Gender							
Male	355	99.4	22.5	45.1	15.4	17.0	32.4
Female	322	99.7	26.0	42.2	17.6	14.2	31.8
Racial/Ethnic Group							
White	533	99.4	21.1	44.4	17.8	16.6	34.5
African American	103	100.0	34.8	46.1	13.5	5.6	19.1
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	52.2	26.1	0.0	21.7	21.7
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	605	99.7	20.4	44.7	17.8	17.1	34.9
Disabled	72	98.6	54.3	35.7	5.7	4.3	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	677	99.6	24.2	43.7	16.5	15.6	32.1
English Proficiency							
Limited English Proficient	15	100.0	92.3	0.0	0.0	7.7	7.7
Non-Limited English Proficient	662	99.6	22.7	44.6	16.8	15.8	32.6
Socio-Economic Status							
Subsidized meals	220	100.0	36.2	44.9	13.5	5.3	18.8
Full-pay meals	457	99.3	18.2	43.1	17.9	20.8	38.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	117	99.2	25.0	28.4	39.7	6.9	46.6
	4	102	100.0	18.0	48.0	34.0	N/A	34.0
	5	100	99.0	22.7	48.5	27.8	1.0	28.9
	6	114	100.0	33.9	33.9	30.4	1.8	32.1
	7	121	100.0	22.4	44.0	28.4	5.2	33.6
	8	116	100.0	11.4	53.5	24.6	10.5	35.1
2005	3	110	100.0	14.3	26.5	51.0	8.2	59.2
	4	114	100.0	23.8	41.9	33.3	1.0	34.3
	5	101	100.0	9.4	50.0	35.4	5.2	40.6
	6	106	99.1	29.2	34.4	30.2	6.3	36.5
	7	121	100.0	22.0	56.0	20.2	1.8	22.0
	8	125	99.2	19.0	41.4	31.9	7.8	39.7
Mathematics								
2004	3	117	100.0	22.2	62.4	12.8	2.6	15.4
	4	102	100.0	17.0	50.0	22.0	11.0	33.0
	5	100	99.0	21.6	41.2	19.6	17.5	37.1
	6	114	100.0	25.0	38.4	25.0	11.6	36.6
	7	121	100.0	28.4	43.1	14.7	13.8	28.4
	8	116	99.1	20.4	56.6	14.2	8.8	23.0
2005	3	110	100.0	13.3	56.1	21.4	9.2	30.6
	4	114	99.1	21.9	40.0	25.7	12.4	38.1
	5	101	100.0	11.5	51.0	21.9	15.6	37.5
	6	106	99.1	18.8	32.3	33.3	15.6	49.0
	7	121	100.0	33.0	42.2	11.9	12.8	24.8
	8	125	99.2	34.5	45.7	12.1	7.8	19.8
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	110	100.0	23.5	43.9	26.5	6.1	32.7
	4	114	99.1	31.4	38.1	20.0	10.5	30.5
	5	101	100.0	35.4	22.9	21.9	19.8	41.7
	6	106	99.1	38.5	28.1	17.7	15.6	33.3
	7	121	100.0	27.5	37.6	16.5	18.3	34.9
	8	125	99.2	31.9	43.1	12.1	12.9	25.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	110	100.0	10.2	46.9	19.4	23.5	42.9
	4	114	99.1	24.8	41.9	26.7	6.7	33.3
	5	101	100.0	21.9	51.0	8.3	18.8	27.1
	6	106	99.1	22.9	33.3	12.5	31.3	43.8
	7	121	100.0	41.3	40.4	11.9	6.4	18.3
	8	125	99.2	22.4	48.3	19.0	10.3	29.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,020)				
Students enrolled in high school credit courses (grades 7 & 8)	22.0%	Up from 19.7%	25.2%	15.5%
Retention rate	2.2%	Up from 2.0%	2.5%	3.0%
Attendance rate	95.4%	Down from 95.9%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	Down from 2.7%	3.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Down from 2.5%	3.2%	4.6%
Eligible for gifted and talented	12.7%	Down from 17.1%	27.9%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.7%	Down from 7.3%	11.0%	13.6%
Older than usual for grade	0.3%	Down from 0.6%	2.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.6%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 67)				
Teachers with advanced degrees	49.3%	Up from 47.4%	55.3%	51.8%
Continuing contract teachers	76.1%	Down from 84.2%	80.5%	78.1%
Highly qualified teachers	80.6%	Down from 95.3%	88.9%	89.6%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	3.1%	6.0%
Teachers returning from previous year	87.1%	Down from 88.6%	87.1%	85.4%
Teacher attendance rate	94.0%	Down from 94.9%	95.4%	94.9%
Average teacher salary	\$39,764	Down 2.8%	\$43,113	\$41,328
Prof. development days/teacher	11.2 days	Up from 9.2 days	11.3 days	11.5 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.1 to 1	22.5 to 1	21.3 to 1
Prime instructional time	87.7%	Down from 89.0%	90.4%	89.3%
Dollars spent per pupil*	\$4,688	Down 0.3%	\$5,413	\$6,022
Percent of expenditures for teacher salaries*	69.9%	Up from 69.4%	64.4%	61.7%
Opportunities in the arts	Fair	No change	Excellent	Good
Parents attending conferences	96.8%	Down from 99.7%	99.0%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

To most people, the phrase "old school" prompts thoughts of educational philosophies, processes and procedures from a past time in history. The building of the present structure known as Indian Land Elementary and Middle School gave a new and literal meaning to the phrase "old school." The "old school" to the residents of the Indian Land community represents a building that was demolished after the construction of a new school building.

There is a symbolic significance to the move from the "old school" to the "new school." The Indian Land community, not just the school, was on the verge of tremendous growth and change. Housing developments, grocery stores, restaurants, activity centers and shopping centers are being seen on land that was vacant 5 years ago.

Growth prompts change and the school building has changed to accommodate the growth. When the "new school" opened in 1998, there were 11 classrooms that were not used for instruction. Today, all classrooms are used and 11 mobiles have been added. In the next few years, the middle school will move to the existing high school building, and the elementary school will remain in the present building.

Since 1998, the staff at Indian Land has changed a great deal. With the addition of new programs and students, staff members have been added. In addition, the diversity of the staff has increased. We have had a significant increase in the number of minority and male staff in our building. Since moving to the "new school," we have added four computer labs, elementary science, reading recovery, Fast ForWord, middle school reading, middle school gifted and talented, full-day kindergarten, 2 special education classes, 2 guidance counselors, and 2 speech therapists.

Technology prompts change. In the past five years, we have moved from one computer lab to three desktop computer labs and one mobile, wireless laptop lab. Plato, NCS Learn, and Fast ForWord have been added to the desktop computers. These programs enhance student learning and offer both diagnostic and practice activities. Keyboarding is offered for high school credit for seventh and eighth graders.

Educational standards and assessment have changed. South Carolina promoted a philosophy of rigor and developed a test to measure student success. Indian Land School has changed and improved the curriculum and instruction to move students from 49% of students meeting standard in mathematics in 1999 to 71% of the students meeting standard in mathematics in 2004. 64% of the students met standard in English language arts in 1999 and 78% of the students met standard in ELA in 2004.

Even though the physical structure and some personnel have changed, the educational philosophy of the school stands firm on the foundation that students are our priority and that education is a partnership with students, parents, and community.

Lydia Quinn, Principal
Nannett Amster, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	67	114	177
Percent satisfied with learning environment	90.9%	69.3%	70.3%
Percent satisfied with social and physical environment	90.8%	71.9%	74.6%
Percent satisfied with school-home relations	92.5%	78.9%	66.3%

*Only students at the highest middle school grade level at this school and their parents were included.